

May 2, 2017

Becky Foley
Freeport High School
17 West Street
Freeport, ME 04032

Dear Ms. Foley:

I am writing to apply for the position of Social Studies Teacher as advertised in the April issue of Serving Schools. I will receive my B.S. in Secondary Education with a content area of history and a minor in special education at the University of Maine at Farmington in December 2017. At the conclusion of my 16 weeks of student teaching, I also will have completed requirements for Maine State Teacher Certification for secondary education, encompassing grades seven through twelve, including passage of the Praxis I and II exams.

As you can see through my resume, I have many experiences working with children of all ages to gain experience as a classroom teacher. Since 2013, I have worked for the Children's Department for Migis Lodge on Sebago Lake, continually gaining responsibility throughout the summers. I started as a childcare provider at the age of sixteen and now at the age of twenty-two, I am the co-supervisor of the Children's Program. Working at Migis has been a remarkable experience teaching me various leadership skills. One of the skills I have developed over the years is scheduling a staff of 15-20 childcare providers at Migis. I am also responsible for maintaining supplies we use during the summer and training the staff on diverse skills to engage children but ensure their safety during their family vacation. Migis has given me experience not only in leadership, but my own interactions with children. Although I oversee many departments within the program, I can be found on a summer day playing with kids ages eight years old and upwards in Adventure Camp. This camp is collaboratively designed and organized among the staff, and is meant to engage kids in activities such as arts and crafts, outdoor activities, team sports, and the end of the week campfire. Many of the skills I have learned at Migis can be directly applied to the classroom and the variety of education students receive during their educational experience.

I look forward to discussing my qualifications and skills with you in an interview. Please find enclosed my resume, three letters of recommendation, and a copy of my transcript. If you have questions about my application, please feel welcome to contact me at 207-228-3711 or via e-mail at samantha.regios@maine.edu. Thank you for considering my interest in serving the children, parents, and staff of the RSU 5.

Philosophy of Education

Samantha Regios
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(207)228-3711
Portland, Maine

My philosophy of education is always evolving despite a few foundational elements I hold myself accountable to as an educator. One of the influential foundations consists of being a teacher that respects and enacts student-centered learning. Student-center learning accompanied with the proficiency-based model of education provides reflective and engaging experiences in the classroom among students. Accompanying this, within my classroom history is taught throughout a theme. For example, using the Teaching Tolerance anti-bias framework, students will understand history and social sciences through the four lenses of identity, justice, diversity, and action. This ambitious framework can be successful for conveying different accounts of the same events within history, allowing students to critically think of their own interpretations of the past. Mainly influenced by most pragmatist theories of education, pragmatism allows students to be comfortable in their educational environment, increasing the likelihood of a deeper understanding and application of content and skills learned. The focus of education in this sense is on the development of the whole student, not simply the content they are learning.

Every classroom should be designed for every student to succeed. Educational experiences should be inclusive and rigorous. The key principles in Universal Design for Learning (UDL) provide students with multiple means of representation, action and expression, as well as engagement. Through these methods, student learning and curriculum becomes accessible for every student in the classroom. With multiple accredited hours in the field of special education, I feel as though my knowledge on the subject provides for a classroom environment that is successful for every learner. Classroom environments that are diverse in student body allow for honest understanding among their peers, building a open-minded citizens of society. Lastly, a piece of my educational philosophy is giving students the skills and knowledge to have them become triumphant in their future endeavours.

Life experiences that have influenced my philosophy of education mainly reside in the people that have made a difference in my life at some point in time. This is not limited to the many educators; although they have contributed the most, but also family members, close friends, and peers. Having a family that is caring and set high standards for my education; friends that provide motivation; and educators that challenge my intellect and belief systems create an environment for success. This community of people believing in me and putting a smile on my face will impact my philosophy of education because I hope to be everything my support system is to me, to my own students. I want students to seek me out for motivation, setting high standards, a smile, and deepening their intellect and understanding of the ginormous world around them.

Samantha M. Regios

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[Portland, ME, 04102]
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Summary of Qualifications: Sensitive and caring professional with a positive attitude toward students. Displays passion of learning and drive to implement new theories and strategies of teaching. Organized and mindful of individual needs of students. Strives to create safe, honest, and engaging classroom environment and culture.

Education: University of Maine at Farmington; [Farmington, Maine]
B.A. Secondary Education, minor in Special Education; Graduation: 2017

Deering High School; [Portland, ME]
Graduation: 2013

Experience: Co-Supervisor of Child Care, 2014 - present
Migis Lodge on Sebago Lake, [Casco, Maine]

- Scheduling a staff of fifteen to twenty, communicating with families about child-care needs, and displaying office adeptness.
- Facilitated large groups of children ages ranging from newborns and up. Created curriculum of Daily Activities: includes outdoor activities, crafts, and games to maintain interest among varying ages for extended periods of time.
- Created a safe, explorative, and creative space for children to play and foster memories.

Curriculum Facilitator 2016 - 2017
21st Century Kids, [Farmington, Maine]

- Facilitated group activities in afterschool program varying from STEM, cooking, arts and crafts, as well as athletics.
- Fostered meaningful relationships with students of low-income in RSU 9.
- Worked collaboratively with staff to implement PBIS within the afterschool program.

Volunteer Academic Mentor, 2014 - 2015

Experience: Mount Blue Middle School, [Farmington, Maine]

- Provided one on one academic support for student's daily assignments in middle school art classroom and established meaningful relationships with students to cultivate enhanced learning experience.
- Assisted mentor teacher in building positive classroom environment resulting in higher learning among students of the art process.

Certifications: [Red Cross CPR and First Aid certified, Red Cross Advanced Childcare Certified]

Samantha M. Regios

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References:

[Jed Porta], [General Manager]
[Migis Lodge on Sebago Lake]
[(207)655-4524], [jedporta@gmail.com]

[Colby Martin], [Manager of Childcare]
[Migis Lodge on Sebago Lake]
[(207)655-4524], [colby@migis.com]

[Molly Wilkie], [Head Women's Soccer Coach]
[University of Maine at Farmington]
[(207)778-7529], [molly.wilkie@maine.edu]



**UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

LESSON PLAN FORMAT

Teacher's Name: Samantha Regios **Lesson #: 3** **Facet:** Self-Knowledge

Grade Level: 9-10 **Numbers of Days:** 4

Topic: Taxes and Rising Tensions

PART I:

Objectives

Students will understand that the identification of important historical figures, their interpretation of specific events of the American Revolution and how their opinions influenced their surrounding society. Students will know George Washington, King George III, Sons of Liberty, Townshend Acts, Sugar Act, Stamp Act, Tea Act, Intolerable Acts, First Continental Congress, and Paul Revere's Ride. Students will be able to imagine themselves in a colonial setting prior, and understanding the rising tensions of the colonies caused by England and during the American Revolution.

Product: Blog Entry on Glogster

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Content Area: Social Studies

Standard Label: E. History

Standard: E1: Historical Knowledge, Concepts, Themes, and Patterns

Grade level Span: Grade 9 - Diploma "The Revolutionary Era 1750-1784"

Students will understand major eras, major enduring themes, and historic influences in United States and world history, including the roots and democratic philosophy, ideals, and institutions in the world.

Performance Indicators: a,b,d

Rationale: The American Revolution pertains to a major historical era which can be illustrated through historical influences and themes of intolerance, colonialism, and mercantilism that took place to form the United States and influenced relation with foreign countries, and its governmental beliefs

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding strategy during instruction

Checking for understanding will happen after I have given the students information on a tax, they will turn in groups of four, and everyone must contribute one word to summarize the Act, or topic of discussion. Collectively as a class, groups will share out their four words which best describes the Act or topic. If an interesting word comes up in conversation, that will allow me time to elaborate on a specific word, and deepen students understanding of the term.

Section II – timely feedback for products (self, peer, teacher)

Peer-assessment using a checklist will provide the first round of feedback on product, and will be used for students to check their work to make sure they are meeting the required criteria. Final feedback by teacher on product will be assessed using same checklist. Teacher will first distribute the checklist before students start blog to make sure they understand what is expect of them. Checklist will include criteria such as; student gives an accurate representation of colonial life and tensions leading to the American Revolution. Their representation will include what they saw, what they heard, where they went, and how it all made them feel.

Summative (Assessment of Learning):

Integration

Technology (SAMR):

Blog entries: Students creating a blog page will consist of the level of Modification under the SAMR model because students are creating a virtual page that will consist of images, video, and text that they believe is appropriate to their assignment. Students will give a detailed account on their Glogster page that includes them imagining themselves in a colonial setting prior and during the American Revolution. They will add pictures and videos they think are appropriate to their entries.

Content Areas:

Technology: Students will be using technology within this lesson in the sense that they will be going on the internet, making an online profile on a creative educational website. They will be pulling sources in forms of research, pictures, and videos to extend on their blog and make it interactive for their audience. The students who want to extend on the lesson will be asked to record themselves in costume.

English - Creative writing skills will be necessary to complete this assignment. By using descriptive words to create a visual image of their writing, students will need to convince the class that they are a person from the colonist living under the rule of England.

Art - Students will need to creatively display their ideas within blog and add art they think adds to their blog

Technology- Students are using laptops and applications on their laptops to complete this lesson

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Graphic Organizer will consist of cluster word web will organize students definitions of taxes. Cooperative learning strategy will take form in a freeze-mix pair. Students will walk around the classroom, and when I say freeze, they will stop and pair to the person next to them. I will give them a tax to discuss for 3 minutes, and then they will unfreeze and move around the room to repeat the process with a different topic and a different partner.

Section II – Groups and Roles for Product

Students will work individually on their blogs, but will have the chance to work together when they peer-review each others works in progress. Throughout the lesson, students will have many other opportunities to work together during instruction and cooperative learning strategies.

Differentiated Instruction

MI Strategies

Verbal: Peer feedback allow students to work collaboratively on their blog entries and build off each other to create a product that best demonstrates their understanding of events prior to the American Revolution.

Logic: Students will understand expectations that have been listed and categorized of their blog entries by referring to checklist.

Visual: Cluster Word web will let students organize their facts in a graphic organizer, and have a visual representation of their content.

Intrapersonal: Before the groups pair during the one word summary, students have time to internally reflect on what they believe to be an accurate word that summarizes the topic of discussion.

Musical: Hook will provide a historically accurate musical tune that will help students remember information and make them laugh.

Interpersonal: Freeze-mix pair will allow students to pair up and share their points of view of person, act, tax, and other events that lead to rising tensions of the Revolution.

Naturalist: Hook will allow students to be outside and imagine through nature events that took place in the American Revolution. Primary documents will be read outside by teacher and willing students. (weather permitting)

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Students are responsible for all work done in class when absences occur. If they miss a class, they are responsible for communicating with their study buddy assigned at the beginning of the semester to catch up on missed notes taken in class. If study buddies are unavailable or not prepared, the class wiki will be updated daily with notes and assignments, or if they rather, come see the teacher for hard copies of handouts dispersed in class.

Extensions

Technology (SAMR):

Blog entries: Students creating a blog page will consist of the level of Modification under the SAMR model because students are creating a virtual page that will consist of images, video, and text that they believe is appropriate to their assignment. Students will give a detailed account on their Blogster page that includes them imagining themselves in a colonial setting prior and during the American Revolution. They will add pictures and videos they think is appropriate to their entries. If students choose to go the extra mile, they have the option of recording themselves; they may dress up in colonial period clothing, or any way they choose to express themselves.

Gifted Students:

If gifted students finish the assignment early, they will have the option of adding more than one blog entry to their Glogster account as well as recording their blog entries on video. If students would like to record themselves, they may dress up in colonial period clothing, or any way they choose to express themselves.

Materials, Resources and Technology

- *Permission from the creative arts teacher to costumes*
- *Technology - laptop, projector, donegal*
- *Handouts - graphic organizer, copy of notes, white lined paper, pencils*

Source for Lesson Plan and Research

Graphic Organizer - <http://www.smartdraw.com/examples/view/cluster+word+web+circle/>

Cooperative Learning Activity - <http://www.kaganonline.com/catalog/contents/BCSBMixFreezePair.pdf>

Checking for Understanding (#15) - <http://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>

Glogster Tutorial - https://www.youtube.com/watch?v=m4qs_l8F1fY

Timeline of Acts - <http://www.ushistory.org/declaration/revwartimeline.htm>

1st Continental Congress - <http://www.ushistory.org/declaration/related/congress.htm>

Hook 1 - (Taylor Swift) <https://www.youtube.com/watch?v=-9OGG-gPmIk>

(Too Late to Apologize) <https://www.youtube.com/watch?v=uZfRaWAtBVg>

Hook 2 Primary document -

<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?TopicId=&PrimarySourceId=1005>

Photograph - <http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1076>

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Day 1, 2, and 3: Desks will be arranged in groups of four.

Agenda (include days and times)

Day 1

Introduction/hook (10 mins)

Instruction (30 mins)

Checking for Understanding (one word summary) (25 mins)

Begin Graphic organizer (15 mins)

Assignment: complete graphic organizer

Day 2

Review organizer (5 mins)

Instruction (20 mins)

Freeze-pair share (15 mins)

Explain product and checklist (10 mins)

Working on product (25 mins)

Individually check where they are on checklist (5 mins)

Assignment: Work on product outside of class

Day 3

Introduction (5 mins)

In class work session on (40 mins)

Peer review (30 mins)

Work session and wrap up (5 mins)

Assignment: Complete product for grade

Day 4

Introduction (5 mins)

Final review/last minute edits (10 mins)

Pass in product(5 mins)

Movie while teacher grades(40 mins)

Hand back graded assignment(10 mins)

Review content and preview next lesson (10 mins)

Teaching and Learning Sequence (Include all hyperlinks of the above URL's in this section.)

Students will understand that the identification of important historical figures, their interpretation of specific events of the American Revolution and how their opinions influenced their surrounding society. They will also have an understanding of the rising tensions between the two colonies and England and the tax system that was implemented on the colonies by England impacted the way of life for many colonists of differing stature within the community. It is important to be aware and open-minded to differing opinions not only in history, but in the real world. *Students will understand major eras, major enduring themes, and historic influences in United States and world history, including the roots and democratic philosophy, ideals, and institutions in the world.* A [primary document](#) of colonists opinions on different taxes will be read out loud by the students. Each will be responsible for reading out loud one sentence of the document. Collectively as a class, students will read out loud [two documents](#) and discuss how wrote them, and analyze how these writings reflected society during that time. Students will hopefully be able to travel outside, weather permitting, and read the two documents out loud in a circle. Charisma and energy will be demonstrated by the teacher and hopefully the students will relay the energy when reading their sentence in front of the class.

Where, Why , What, Hook Tailors: *Kinesthetic, Naturalist, Verbal, Musical, Interpersonal*

Students will know George Washington, King George III, Sons of Liberty, Townshend Acts, Sugar Act, Stamp Act, Tea Act, Intolerable Acts, First Continental Congress, and Paul Revere's Ride. **See content notes.** [Graphic](#)

[Organizer](#) will consist of cluster word web will organize students definitions of taxes. Students will create a definition of taxes in the classroom, then list varying examples of what has just been discussed in the classroom. They will select most of the acts and other terms, and define when, where, and how it affected colonial society. Aside from discussion, graphic organizers allows students to categorize and make sense of the information given to them. [Cooperative learning strategy](#) will take form in a freeze-mix pair. Students will walk around the classroom, and when I say freeze, they will stop and pair to the person next to them. I will give them a tax to discuss for 3 minutes, and then they will unfreeze and move around the room to repeat the process with a different topic and a different partner. During this time I will be walking around and hearing different conversations from different pairs of students. [Checking for understanding](#) will happen after I have given the students information on a tax, they will turn in groups of four, and everyone must contribute one word to summarize the Act, or topic of discussion. Collectively as a class, groups will share out their four words which best describes the Act or topic. If an interesting word comes up in conversation, that will allow me time to elaborate on a specific word, and deepen students understanding of the term.

Equip, Explore, Rethink, Tailors: *Spatical, Logical, Interpersonal, Intrapersonal*

Students will be able to imagine themselves in a colonial setting prior and during the American Revolution. They will demonstrate their learning by creating a Glogster account. I will provide them a [tutorial](#) so they are comfortable with the technology used and can more easily focus on the content, and making sure their Glogster is a good representation of their understanding about taxes and colonial life. Students will work individually on their blogs, but will have the chance to work together when they peer-review each others works in progress. However, students will have many other opportunities to work together during instruction and cooperative learning strategies. Peer-assessment using a checklist will provide the first round of feedback on product, and will be used for students to check their work to make sure they are meeting the required criteria. After their work has been peer-reviewed I will allow students 15 minutes of class time to fix any mistakes anything that was brought to their attention during their feedback session. They will be provided a partner to check their work, and go over as to why they did not meet criteria on the checklist. After the 15 minutes is over, or cut short because students finish early, a final feedback by teacher on product will be assessed using same checklist. The [checklist](#) will first be distributed by teacher before students start blog to make sure they understand what is expect of them. Checklist will include criteria such as, student understands how taxes effected colonists, gives a correct definition of taxes and what a specific tax implicated, and gives an accurate representation of colonial life and tensions leading to the American Revolution.

Experience, Revise, Refine, Tailors: *Interpersonal, Verbal, Spatical*

I will provide timely feedback in the sense that students will get their feedback work the same day that they hand in their finished assignments. After they are done feedbacking their peers, they will hand their assignments in to me. I will put on a [short film](#) that captures their attention and also reviews content that we have been discussing over the past two days. During this time, I will read their Glogster pages and check the checklist for the required criteria. This assignment will go under a project grade, and students will have the ability to make up any lost points, however I will stress that students should have all the criteria requested of them that is listed on the checklist.

Evaluate, Tailors: *Intrapersonal, Spatical*

Teacher Content Notes

[George Washington](#) – Commander in Chief of continental army. Washington was known for his strategic mind on the battlefield during the revolution. He was later rewarded and unanimously voted to be America's first president. He was a founding father, but also express to students that he was not picture perfect as everyone believes. ([show for fun](#))

[King George III](#) – Passed many laws and acts from England with the help of Parliament. George did not understand the resist from the colonies because he believed subjects were still loyal to England. He did not grasp that because England had not enforced government in the colonies, then when need be used them for money from taxing them, they had formed their own identity. Playing the power card, their revolts caused him embarrassment, which resulted in him playing the power card and resorting harsher restrictions on the colonies.

[Sons of Liberty](#) - Organization of patriots that met in private to oppose the crown. Group would organize Boston Tea Party and many other acts of rebellion. Were portrayed in the newspapers of Boston and other patriot supporting cities as the heroes and voices of the revolution. The Sons of Liberty consisted mostly of merchants and

lawyers who would end up becoming founding fathers, and essential to the building of government and our constitution.

[Townshend Acts](#)- "Townshend Acts imposed duties on glass, lead, paints, paper and tea imported into the colonies" Also known as the intolerable acts by the angered colonists. Parliament passed these Acts as a punishment after the Boston Tea Party. Part of the Intolerable Acts was the Boston Port Act which shut down the port of Boston, completely excommunicating the city from exporting and importing goods (which was essential for the livelihood of Boston)

[Sugar Act](#)- 1764 examine triangular trade. When many colonies undercut the tax and had been starting to produce their own rum made from French instead of the English West Indies. This caused a dip in the economy in England which was already hurting from the 7-year war. However, this act lowered the tax in half and severely hurt the colonist economy, making the once again highly dependent on the England for imported goods, which of course were taxed.

[Stamp Act](#)- Attempt to exert power over the colonies and was met with confusion and anger by many colonists. Put a tax on stamps. Parliament required all documents, including letters and marriage licences to have the stamp of England on them. However, these stamps were taxed. England saw this as an easy way to create income off of the colonies because their economy was still recovering from the 7-year war. Many colonies saw this as a slap in the face, and England over-exuding its power.

[Tea Act](#)-"final spark in the revolutionary movement in Boston" causing the Boston Tea Party. When many of the acts were repealed because of colonist complaint, almost all but one was removed, the one they kept was the Tea Tax, causing out rage and the Boston Tea Party.

[First Continental Congress](#) - The first meeting to attempt to unite the colonies and rebel against England. All colonies sent delegates and representatives to voice their opinions of the ongoing tyranny. This was the first union among the colonies, which really helped create a united front against England.

[Paul Revere's Ride](#) - Famous pre-cursor to Revolution - click link for more information. Rode down the street yelling "The British are coming!" Watch [this reenactment video](#) to give students a visual representation.

Handouts

Graphic organizers, peer and teacher checklist, copy of in class notes

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboards will be engaged through the graphic organizer, fact v. opinion. Clipboards benefit from writing their big ideas into categories and organizing them in ways that make sense to them, the graphic organizer will allow them to do just that.

Microscope: Students are going to have an in depth understanding of their historical figure, such as when they are researching, they are going to investigate and interpret that person's life and how it impacted society. These skills require critical thinking skills which microscope learners exhibit when understanding content.

Puppy: Puppy consideration will be evident throughout this lesson, but specifically when the class does their cooperative learning activity, which is a line-up. Puppies will enjoy the line-up because it a chance for them to be paired up with a classmate that they feel comfortable with instead of asking questions in front of the whole class. Sometimes, puppies are shy, so allowing them a smaller context to express their learning will be helpful for them.

Beach Ball: When students are making their rubric, they will have to make many difference choices on what criteria they think is fair, and what they want to be assessed on.

Rationale: All different learning styles are accounted for through different learning activities and will be properly addressed when this lesson is presented.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative:

Section I

Checking for understanding will happen after I have given the students information on a tax, they will turn in groups of four, and everyone must contribute one word to summarize the Act, or topic of discussion. Collectively as a class, groups will share out their four words which best describes the Act or topic. If an interesting word comes up in conversation, that will allow me time to elaborate on a specific word, and deepen students understanding of the term.

Section II

Peer-assessment using a checklist will provide the first round of feedback on product, and will be used for students to check their work to make sure they are meeting the required criteria. Final feedback by teacher on product will be assessed using same checklist. The checklist will first be distributed by teacher before students start blog to make sure they understand what is expect of them. Checklist will include criteria such as, student understands how taxes effected colonists, gives a correct definition of taxes and what a specific tax implicated, and gives an accurate representation of colonial life and tensions leading to the American Revolution.

Summative:

Blog entries: Students creating a blog page will consist of the level of Modification under the SAMR model because students are creating a virtual page that will consist of images, video, and text that they believe is appropriate to their assignment. Students will give a detailed account on their Blogster page that includes them imagining themselves in a colonial setting prior and during the American Revolution. They will add pictures and videos they think is appropriate to their entries.

Rationale: By using differing methods of instruction, students will have the ability to create projects and take part in learning activities that demonstrate their understand in a number of varying methods. Also, assessments will take place from the first to the last day of this lesson to show students their personal growth within there grasp of content knowledge.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge:

Content Area: Social Studies

Standard Label: E. History

Standard: E1: Historical Knowledge, Concepts, Themes, and Patterns

Grade level Span: Grade 9 - Diploma "The Revolutionary Era 1750-1784"

Students will understand major eras, major enduring themes, and historic influences in United States and world history, including the roots and democratic philosophy, ideals, and institutions in the world.

Performance Indicators: a,b,d

Facet: Self-Knowledge

Rationale:

By checking in frequently with student understanding, and offering an array of different learning strategies, students will be better equip to understand content of the American revolution. This understanding, which starts with understanding how England and colonial life were different from one another, and how those differences impacted colonial life. When students are able to envision themselves in a period of time throughout history, they

will have a different understanding than a student who is simply regurgitating memorized information.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Peer feedback allow students to work collaboratively on their blog entries.

Logic: Students will understand expectations of their blog entries by referring to checklist

Visual: Cluster Word web will let students organize their facts in a graphic organizer.

Musical: Students may choose to listen to music when they are working individually on their blog entries.

Interpersonal: Freeze-mix pair will allow students to pair up and share their points of view of their assigned person.

Naturalist: Hook will allow students to be outside and imagine through nature events that took place in the American Revolution.

SAMR:

Students creating a blog page will consist of the level of Modification under the SAMR model because students are creating a virtual page that will consist of images, video, and text that they believe is appropriate to their assignment. Students will give a detailed account on their Blogster page that includes them imagining themselves in a colonial setting prior and during the American Revolution. They will add pictures and videos they think is appropriate to their entries. If students choose to go the extra mile, they have the option of recording themselves, they may dress up in colonial period clothing, or any way they choose to express themselves.

Rationale:

By allowing students the opportunity to express themselves and really engage in what they have been learning in a constructive and creative way, they will be more likely to emphasize with the information as well as become engaged with it. By offering different MI strategies throughout this lesson, history can appeal to many different learners, and engage the whole class at different points during the lesson allowing no one to "check out" during instruction or when students are allowed to demonstrate understanding in a meaningful way.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale:

This lesson promotes student reflection using collaborative tools such as creating a Glogster account and creating, thinking, and planning ways to demonstrate their learning over a specific topic. Also, this lesson is going to support not going by the mold, and allows students to really create their own virtual environment regarding a colonists lifestyle and how it was impacted by tyrant rulers.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to

maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale:

Learning activities through this lesson, such as graphic organizers, line-ups, and student teacher conferences appeal to many different learning styles within the classroom. As well, this lesson incorporates six out of the eight multiple intelligences, as well as.